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ABSTRACT

This report summarizes the programmatic features of a proposal for the Kamehameha Early Education Project (KEEP), a program aimed at the development, demonstration, and dissemination of methods for improving the education of Hawaiian and part-Hawaiian children. A brief description of the proposed project goals, structure, organization, and orientation is presented. Specific project components examined include: the demonstration school and the consultation program; the latter is intended to involve both the collection and collation of information and the dissemination of this information to teachers in the public schools. The issue of the project evaluation is touched upon briefly. (Author/JMB)

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Technical Reports

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Ronald Gallimore, Roland G. Tharp & Gisela E. Speidel,
General Editors

A Proposal to Build an Education Research and Development Program: The Kamehameha Early Education Project Proposal.

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Technical Report #3

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The Kamehameha Early Education Program

The Kamehameha Early Education Program (KEEP) is a research and development program of The Kamehameha Schools/Bernice P. Bishop Estate. The mission of KEEP is the development, demonstration, and dissemination of methods for improving the education of Hawaiian and Part-Hawaiian children. These activities are conducted at the Ka Na'i Pono Research and Demonstration School, and in public classrooms in cooperation with the State Department of Education. KEEP projects and activities involve many aspects of the educational process, including teacher training, curriculum development, and child motivation, language, and cognition. More detailed descriptions of KEEP's history and operations are presented in Technical Reports #1-4.

Abstract

This report summarizes the programmatic features of the Kamehameha Early Education Project proposal. A description of the original project goals, structure, organization, and orientation is presented.

Technical Report #3

A Proposal to Build an Education Research and Development Program: The Kamehameha Early Education Project Proposal[1]

Roland G. Tharp Ronald Gallimore

We propose that The Kamehameha Schools establish a research and development unit to provide a continuous, permanent information and consultant service to the Hawaii public schools, with the aim of maximizing the educational achievement of Hawaiian-American youth who attend public schools.

Such a program requires two components: (1) the acquisition and development of information about how to effectively educate the Hawaiian-American child--to be done through research and demonstration; and (2) the dissemination of the information into the educational establishment through a consultation program designed to "reach out" to schools serving the Hawaiian-American children. By focusing on the primary grades, it is anticipated that the Kamehameha Early Education Project (KEEP) in cooperation with the public schools of Hawaii, ultimately, will have a positive statewide impact on the number of Hawaiian-American children making satisfactory progress toward the acquisition of basic educational skills.

Program Description

The acquisition of relevant information and its dissemination is a linked enterprise; neither is of value without the other. A well-meaning but

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[1]This report is adapted from the original proposal written in 1969 by Gallimore and Tharp, and adopted by the Kamehameha Schools/Bishop Estate Trustees in January, 1970.

uninformed consultation program would be of no service whatsoever to the public schools. Neither would research findings or successful innovation be of any use unless the information is adopted. The two prongs must be forged simultaneously and be part of the same thrust.

The Demonstration School

We propose the establishment of a small school of the primary grades, for the specific purpose of finding solutions to the problems of educating Hawaiian-American children. This Demonstration School should be small enough to minimize administration problems--no more than one class for each grade level from K to 3. The classes must be large enough so that solutions are relevant to public school classrooms. The location should be on Oahu and easily accessible from Honolulu to maximize its availability for demonstration purposes. The pupils should be representative of Hawaiian-American children. Enrollment should not be restricted to children of Hawaiian ancestry, but be representative of local public school populations. The Demonstration School should not be on the Kapalama campus, but administratively associated with it. The school should emulate, insofar as possible, the structural constraints which are typical of public schools. It should not depend on so many teaching personnel that its "solutions" are irrelevant to practical adoption. To minimize pupil transportation problems and facilitate parental involvement, the location should be in a community containing many Hawaiian-American families.

After adopting appropriate structural restraints, the similarities with a "standard" classroom may well end. The purpose of the school is the development of methods of instruction which capitalize on existing motivational, social, linguistic, and familial characterisitics of the Hawaiian culture and so increase academic achievement (reading, writing, and arithmetic).

Educational methods are to evolve from this goal and will indeed change from time to time as alternative solutions are developed and tested. Ideas should be drawn from the work of other centers of educational research from around the nation, but the primary responsibility for ideas and their implementation must be "in-house."

The school will address itself to four areas:

(1) Curriculum,

(2) Instructional procedures,

(3) Training, and

(4) Evaluation.

The first two areas are self-explanatory. The content is unspecified because that specification is a fundamental task of the Demonstration School. The fourth area, Evaluation, will be discussed under a separate section below. The third area, Training, requires a note of explanation here.

The Demonstration School will develop and disseminate information. Development will be its obvious task, but the designation "Demonstration School" calls attention to its dissemination function. The school should be a place that teachers will visit, a place where teachers can learn. Both the architecture of the buildings and classrooms, as well as the program of the school must be designed to accommodate teacher-trainees. The program should accommodate teacher-trainees of varying levels of experience and education who may come for different lengths of time. Training programs may run from one hour in length to an entire semester. They should be offered continuously. This will be one (but only one) method whereby developed ideas can be introduced into the system of public education.

The Consultation Program

Primarily, the consultation program will work with the public schools

toward the adoption of those ideas which will further the cause of Hawaiian-American education. Therefore, its first task is the collection and collation of relevant information.

Collection and Collation of Information

From all sources. Although most ideas and data may be expected to come from the Demonstration School, there are numerous researchers and educators in many other institutions who are addressing themselves to problems of Hawaiian-American education. A listing of these people has never been compiled, and no one in the world knows who they all are or what they are doing. Further, their findings need to be collected, collated, and prepared for dissemination.

From the Demonstration School. The primary data of the consultation program will come from the Demonstration School. The consultation program must collate and integrate the findings, then put them into communicable formats, i.e. written reports, television tapes, programmed materials for workshops, and lesson plans for formal courses. Of course, all programs will be subject to demonstration by the consultation staff members themselves. For this reason, school and consultation personnel must work in the closest conjunction. Any effective program of instruction which is not disseminated is not truly a demonstration program. Operationally, we envision virtual interchangeability of the two staffs, by requiring all staff members to work in both programs.

Dissemination of Information

The dissemination function of the consultation program will be subdivided into several operations. The first involves operations which are generally labeled "problem-solving" or "trouble-shooting."

Problem-Solving. One of the services which is most valued by teachers is assistance in the solution of perceived problems. The first-year Mainland teacher on Molokai typically experiences "culture-shock" when encountering

the behavioral repertoires of the 75% Hawaiian classes, and we believe both the teacher and principal will be most grateful for a consultation service which instructs her how to t.rn these cultural attributes to an educational advantage. No doubt, the Nanakuli teacher with several Hawaiian problem children may find information from KEEP on the management of classroom behavior quite valuable. The idealistic young teacher in Hana, aghast at the low-achievement level of the third graders, and depressed over her own "incompetence", will, we believe, welcome the KEEP consultant. Problem-oriented consultation is one technique for educating teachers, but not the only one. It has the advantage of immediate motivation in the consultee. Although the content will differ, there are several identifiable targets for consultation:

(1) Teachers
(2) Counselors
(3) Administrators
(4) Parents

Instructional Service. The presence of a problem is not the only motive for acquiring information. Many teachers want to improve their professional skills or their credentials. Two possible formats for doing this are:

(1) Workshops. The workshop format is popular, particularly in Hawaii, and is used frequently by educational organizations. Workshops relevant to Hawaiian educational problems are popular and are much sought after by teachers and counselors.

(2) Formal Courses. The dissemination phase of the consultation program will also want to develop formal courses at the University level. KEEP should influence University instruction in two directions: (1) by providing course materials and data for inclusion in teacher-instruction courses, and (2) by facilitating the presentation of credit extension courses to teach specifically the subject matter of Hawaiian

education.

These, and other methods, are appropriate for instructional, support, and administrative personnel of the public educational system.

Information Service. The previously described targets of the consultation service are operational-level persons. Others who might desire information related to the Project's work and discoveries are decision-makers and program-planners. The consultation program will exist to facilitate the education of Hawaiian children, and in this capacity, KEEP's consultants will be available to provide information and advice to decision-makers upon request.

Development of Methods of Consultation. It would appear that the consultation program would be solely involved with dissemination. In addition, however, a primary task must be the development of effective methods of transmitting information.

In this proposal, we have specified several techniques for dissemination: trouble-shooting, workshops, courses, etc., but no one knows the differential effectiveness of these techniques in actually changing teacher behavior, the final common pathway of any educational program. Indeed, with television-tape technology in its infancy, altogether new styles of dissemination may be appropriate.

Further, we fully expect that the most effective kinds of dissemination will be influenced by population density/geographical factors. The consultation program must both develop and evaluate forms of transmission and identify their effectiveness in reaching the intended audience.

Evaluation

We have deferred this discussion several times. The primary element of this proposal is concern with Evaluation of effective programs and techniques.

We are confident that this proposal contains the valid nucleus of an overall research and development program. But the specific content of the program does not exist yet; that is the problem. At the end of five years, we should know what works, what does not work, what may work where and with whom, and how much a statewide implementation of various parts of this program would cost in money and commitment.

For that reason, we are recommending a program which will explore problems, populations, and methods of dissemination. The Demonstration School should concern itself only with a limited number of grades, and these should be added slowly, incrementally. Initially, the consultation program should not attempt to offer its services statewide, but only to a small number of schools, selected to sample the range of problems of consultation as outlined in Technical Report #1. The stakes are too high to rush into a full-fledged implementation of an untested program or a program imported from another cultural group.

Thus, a continuing and indispensible part of all operations must be assessment and evaluation. Any effort at the Demonstration School which cannot be evaluated for effectiveness is worthless; techniques of consultation which are not subject to assessment would be wasted. Data must be generated continuously.

Social science has techniques of evaluation; it can be done. The initial five-year segment of KEEP is primarily a research and development effort. For this period, service must be secondary to an intelligent and informed preparation for statewide programs.

Goals

A major goal is, of course, the evaluation: a body of reliable information from which chaff may be discarded, leaving tested program ideas ready for large-scale implementation.

But, at the end of five years, several hard achievements may be expected:

1. The presence of trained and experienced research and development personnel.
2. A fully-operational Research and Demonstration School.
3. Five years of cooperative experiences between the Kamehameha program and Hawaii's public schools.
4. Four years of education provided to the students of the Demonstration School.
5. Consultation services provided to target school areas, representing perhaps three to four thousand school enrollment annually.
6. Immediate service to important and sensitive Hawaiian problem areas.
7. An accumulation of information and facts based on research.
8. A blueprint for the future.

It is clear that the achievements to be expected after five years of KEEP operation imply dramatic changes for the Kamehameha Schools and the B.P. Bishop Estate (KS/BE). For the first time in the history of Hawaii, the Schools and the State Department of Education will be working cooperatively. The KEEP concept presumes that success will presage a growing confluence of interests and activities on the part of these two educational institutions.

KEEP is an expression of commitment by the Schools to those Hawaiian-American children who, at present, are excluded from participation in the regular Kapalama Campus program. Although it will take time to fulfill, KEEP is a promise to all of the beneficiaries of the Bishop Estate.